

# STUDENT ORIENTATION

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## Introduction

This course has been designed to rapidly review and update your knowledge of SPH-specific topics.

## I. SPH Specific

### A. Strategic Plan

### B. Service Excellence Standards

### C. Accreditation

### A. Strategic Plan

#### Mission and Vision

##### *Mission*

Extraordinary healthcare from the heart – one person at a time.

##### *Vision*

We will set the standard for community-based healthcare that improves the health and quality of life of the people we serve.

### B. Service Excellence Standards

#### Service Excellence Standards – Communication

- Smile!
- Make eye contact
- Be an active and engaged listener.
- Talk so your voice sounds like you're smiling.
- Say please and thank you in verbal and written communication.
- Tell someone you're sorry.
- Strive for face-to-face interactions whenever possible.
- Acknowledge others when entering a room or hallway.
- Be polite on the phone.
- Even if you're busy, be gracious and make time for people.
- Assume others mean well. Don't read negativity into things, ask questions instead.

- Filter your thoughts before speaking.
- Lower your voice.

#### **Service Excellence Standards – Accountability**

- Stay informed and involved.
- Assume there is something you can do; take ownership.
- Complete your assignments thoroughly.

#### **Service Excellence Standards – Service**

- Introduce yourself and describe what you will be doing.
- Help visitors to their destinations.
- Ask “Is there anything else that I can do for you?”
- Explain delays.
- Find a way to say “Yes” if possible; if the answer is “No”, explain why.
- Go out of your way to make it happen.

#### **Service Excellence Standards – Respect**

- Remember: every person counts.
- Learn how to agree to disagree.
- Be positive – avoid criticizing, condemning or complaining.
- Respect what others bring to the table.
- Be open to hearing both the good and the bad and sharing it.
- Model respectful behavior regardless of “rank.”

#### **Service Excellence Standards – Teamwork**

- Offer to help each other even if it’s “not your job.”
- Ask your teammates if you can help them.
- Be flexible.
- Assume everyone is trying their best; don’t blame or point fingers.
- Be part of a team.
- Notice and celebrate success.
- Catch others doing something good and thank them.

#### **Service Excellence Standards – Professionalism**

- Demonstrate an “I want to be here” attitude.
- Ensure confidentiality.
- Be constructive and offer solutions – not complaints.
- Come to work with a good attitude and work ethic.
- Be optimistic and grateful.

- Talk up and “sell” other departments.
- Practice looking good – take good care of yourself.

*Students are expected to exhibit all our Service Excellence Standards.*

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### **What is our approach to quality at Sauk Prairie Healthcare?**

- Make decisions based on facts, identify ways to improve, and set realistic goals
- Continuous cycles of improvement
- Not working harder /faster

### **What can you do?**

- Identify improvement opportunities in daily work
- Communicate observations and ideas
- Participate in process improvement activities, if able

## **C. Accreditation**

### **Healthcare Facilities Accreditation Program (HFAP)**

- Sauk Prairie Healthcare prides itself on being accredited through HFAP. **HFAP is equal to Joint Commission.**
- What is HFAP?
  - Healthcare Facilities Accreditation Program (HFAP) is one of only three national voluntary accreditation programs authorized by the Centers for Medicare and Medicaid Services (CMS) to survey hospitals for compliance with the Medicare Conditions of Participation for Hospitals.
  - Originally created in 1945 to conduct an objective review of services provided by osteopathic hospitals, HFAP has maintained its deeming authority continuously since the inception of CMS in 1965 and meets or exceeds the standards required by CMS.

### **Interpretation Services**

- It is the policy of Sauk Prairie Healthcare to comply with the Civil Rights Act and to provide appropriate interpretation services for patient/families and employees.
- We provide competent services via:
  - Staff interpreters for Spanish
  - Language Line Services
  - LifeLinks – Webcam for hearing impaired

## II. Safety

### A. Ergonomics

### B. Lifting and Transferring Patients

### C. Workplace Violence

#### Student's Responsibilities

- Students should act as directed by the person in charge on your unit.
- If a student finds a fire, use R-A-C-E as your guide.
- For any emergency, use the Responder 5 in the patient rooms or call 610 on any phone to make the announcement. You will be in the paging system. Speak loudly & clearly & repeat several times! Ex “Code Red, Surgery Waiting Room”

### A. Ergonomics

- The term “ergonomics” comes from two Greek words:
  - *Ergon*, meaning work
  - *Nomos*, meaning natural laws
- Ergonomics means designing work to fit the “natural laws” of the human body.
- Good ergonomic practices can lead to fewer work-related injuries.
- Ergonomic best practices are:
  - Avoid fixed or awkward postures.
  - Avoid lifting without using proper devices or equipment.
  - Avoid highly repetitive tasks.
  - Provide support for your limbs.
  - Use proper posture and body mechanics when sitting, standing, or lifting.
  - Avoid reaching, twisting, and bending for tools. Keep tools close to you.
  - Use supportive equipment (e.g., wrist supports for keyboards).
  - Address aches and pains promptly. Take care of minor injuries before they become severe.

### B. Lifting and Transferring Patients

- Healthcare staff who lift and transfer patients are repeatedly exposed to the three major risk factors for injury during physical tasks:
  - **Awkward posture**
  - **Force**
  - **Repetition**

- **Awkward posture**
  - Manual patient handling often involves awkward postures. For example, bending and reaching while lifting or lowering creates an awkward posture.
- **Force**
  - Force refers to how hard the muscles have to work. A lot of force is required to lift patients who typically weigh 100 pounds or more.
- **Repetition**
  - This risk factor refers to performing the same motion or series of motions over and over again. Nurses and aides might perform dozens of lifts and transfers in a single shift. They might perform thousands of lifts over a lifetime of nursing.

### **Lifting and Transferring Patients (Continued)**

- To minimize or eliminate manual lifting, use devices to help with patient lifts and transfers.
- Available devices include:
  - Motorized lifts
  - Non-motorized transfer devices such as gait belts, transfer boards, etc.
- Before any lift or transfer, the patient should be assessed to determine how to do the transfer safely.
- Patient factors (such as the patient's ability to bear weight) and environmental factors should be looked at. Staff can then decide on:
  - The best method for the transfer.
  - What equipment or devices will be needed.
  - How many staff members will be needed.

### **C. Security and Workplace Violence**

- Workplace violence is any violence in a work setting.
- To help keep your workplace safe from violence:
  - Recognize aggressive behavior and warning signs of potential violence.
  - Respond appropriately to the level of aggressive behavior (see table).
  - Report all unsafe situations immediately
- **Tension:**  
Remain calm. Listen. Acknowledge the person's frustration. Try to resolve the problem.
- **Disruptiveness:**  
Set clear limits. Remain calm and choose your words carefully, to avoid aggravating the situation. Call security privately if the disruptive behavior continues
- **Loss of Control:**  
Remove yourself from danger and get help. Do NOT try to restrain the person yourself.

*SPH Alerts – use Responder 5, if in patient room; Call 610 to page overhead;  
Call 911 if in a clinic.*

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Emergency Type	Overhead Paging
Fire ( <b>Code Red</b> )	Attention please: Code Red+ Location
Medical Emergency ( <b>Code Blue</b> )	Attention please: Code Blue+ Location
Abduction or Missing Person ( <b>Code Pink</b> )	Attention please: Code Pink
Bomb Threat ( <b>Code Yellow</b> )	Attention please: Code Yellow + Report to Incident Command
Severe Weather	Attention please: Severe Weather Alert + Watch, Warning, etc.
Mass Casualty	Attention please: Mass Casualty Alert+ Report to Incident Command
Hazardous Spill	Attention please: Hazardous Spill Alert+ Location
Evacuation	Attention please: Evacuation Alert+ Report to Incident Command
Rapid Response Team	Attention please: Rapid Response Team Alert+ Location
Security Alert Response	Attention please: Security Alert Response + Location
Security Alert Lockdown	Attention please: Security Alert Building Lockdown

### **Basic Staff Responses to Standardized Alerts**

- **Fire - Code Red**
  - **RESCUE** anyone in immediate danger, **ACTIVATE** the alarm system, **CONTAIN** fire by shutting doors and **EXTINGISH** small fires or **EVACUATE**.
    - **Oxygen Valves** – During a fire, someone may ask you to turn off an oxygen valve. They will not ask you to do so unless the patients have portable oxygen units or they know the patient can live without oxygen

support. There are several valves in the hospital. They are marked to identify the rooms they serve. Know where yours are located.

- **Medical Emergency – Code Blue**
  - Not all facilities overhead page Medical Emergencies. Identified responders report to location, all other staff please stay clear of area unless help is requested by code team.
- **Abduction or Missing Person – Code Pink**
  - Monitor area, exits, exterior for adult meeting the description given. Attempt to identify any person meeting the description.
- **Bomb Threat – Code Yellow**
  - Keep everyone out of the area identified. Secure work area if possible. Immediate surrounding areas should evacuate away from the area.
    - If a suspicious device is found:
      - DO NOT TOUCH IT!
      - Notify the Command Center.
      - Evacuate the immediate area
      - Isolate and contain area, so others do not disturb the device.
      - The police will contact the Dane County Bomb Squad.
- **Severe Weather**
  - Weather warning and watches issues by the National Weather Service for the county the facility is located.
  - Prepare work area for potential damage from storms. Close blinds and doors in the area to provide protection from flying debris, check on patients, verify emergency supplies such as flashlights are readily available and working. Encourage staff and visitors to stay away from windows. Listen for further announcements.
- **Mass Casualty**
  - Not all facilities immediately overhead page Mass Casualty/Disaster events. Identified responders report to Incident Command, all other staff please stay in work area until further notice.
- **Hazardous Spill**
  - Once a spill has occurred and the employee knows it is a hazardous chemical, the employee needs to decide whether the spill is small enough to handle without outside assistance. Only employees with training in spill response should attempt to contain or clean up a spill. If outside assistance is required call 9-911.
  - If you are cleaning up a spill yourself, make sure you are aware of the hazards associated with the materials spilled, have adequate ventilation, and proper personal protective equipment. Treat all residual chemical and cleanup materials as hazardous waste.
- **Evacuation**
  - Partial or total facility evacuation.
  - Check in with Supervisor; follow direction of lead person as it pertains to horizontal or vertical evacuation needs of the facility.

## **Welcome to SPH!**

- We are glad to have you here as a student.
- Please have a wonderful experience here.
- Be sure to speak up to your instructor or preceptor about anything you notice that makes you uncomfortable. Another perspective is appreciated.
- Sauk Prairie Healthcare is proud to be a clinical site for so many students from many schools!